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ABSTRACT

This document contains an impact assessment system for vocational education research and development personnel to determine whether resources spent for funded projects improved the programs. It is divided into four sections. Section 1 presents an introduction to the concept of impact, dissemination, and the impact assessment design. In section 2 are presented three designs for assessing impact: one for assessing the short term impact of research and development projects, the second for assessing the long-term impact of research and development projects, and the third for assessing program impact. For each design, these areas are described: purpose, scope, key questions, information sources and methods of collecting, procedure, audience of results, format of result reporting, and management plan. Section 3 describes roles and responsibilities of the Illinois Research and Development Section staff and the independent impact assessor(s). It also describes alternatives for who might assume the role of the independent impact assessor. Section 4 provides possible uses of short term and long term impact assessment data and is organized by the questions identified in the impact assessment design. Appendixes include alternative approaches to the establishment of research and development programs and a sample program specific impact survey. (YLB)

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Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT) Impact Assessment Design

Sponsored by Illinois State Board of Education

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Department of Adult, Vocational and Technical Education
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I. INTRODUCTION

This section presents an introduction to the concept of impact, dissemination and the impact assessment design.

INTRODUCTION

The primary purpose of funded vocational education research and development activities is to improve vocational education. A "good" program improvement process has not only solid research, development and dissemination components, but also assesses the extent to which the whole process benefits some predetermined public(s). Without impact, there is no program improvement. In order to determine if funded program improvement efforts really do make a difference, one must somehow identify or obtain indicators of the changes (e.g. skills, knowledge, attitudes, behaviors, interests, or perceptions) that occur within and among specific audiences. Because research and development activities are expensive, it is critical to assess their impact for accountability purposes and for making better judgments about further dissemination, identifying priorities and future funding activities.

Impact is a complex concept. The different types of impact which can be identified, along with numerous limitations and constraints, impinge upon attempts to define and assess impact. In defining impact and developing an impact assessment design for the Research and Development Section/ Department of Adult, Vocational and Technical Education/Illinois State Board of Education, factors such as organization, management and the available human, fiscal and material resources were taken into consideration. Therefore, the impact assessment design presented herein is delimited according to the specific needs of the Research and Development Section as explained in the following sections.

The Concept of Impact

Impact is defined as the consequence(s) of funded vocational education research and development projects and programs. A project is an

activity funded by the Research and Development Section according to Section 120, 130, 131, 132, 133, 135 and 136 of Public Law 94-482. A program is a group of projects that are seen by the Research and Development Section staff as having related goals.

The different types of impact and their relationship to each other are presented in Figure 1. As illustrated, one classification is by the source of the impact. Some impacts are the result of project activities. These are called project impacts. Other impacts are the result of a Program and are called program impacts. Program impacts are the result of the combined activities of all projects funded within a program. The combined activities are likely to create an impact synergy for the total program rather than having a simple cumulative effect.

A second means of classifying impact is by time. Some impacts may be realized during or soon after the completion of a funded activity. These are called short term impacts. For the purpose of this document, impacts which occur up to 12 months after funding has ceased are considered short term impacts. Other impacts may not occur until 12 months or more after an activity's funding has ceased. These are called long term impacts.

A third means of classifying impact is by intent (or lack of intent). In the planning stage of projects and programs- impacts are identified which are expected to occur. These are called intended impacts. Yet, oftentimes impacts occur which were not planned for or expected. These impacts may be on the identified target audience or on persons, groups or agencies other than the target audience. These are called unintended impacts.

Impacts may also be classified according to their relationship to goals. Some impacts may be a result of achieving the goals of the

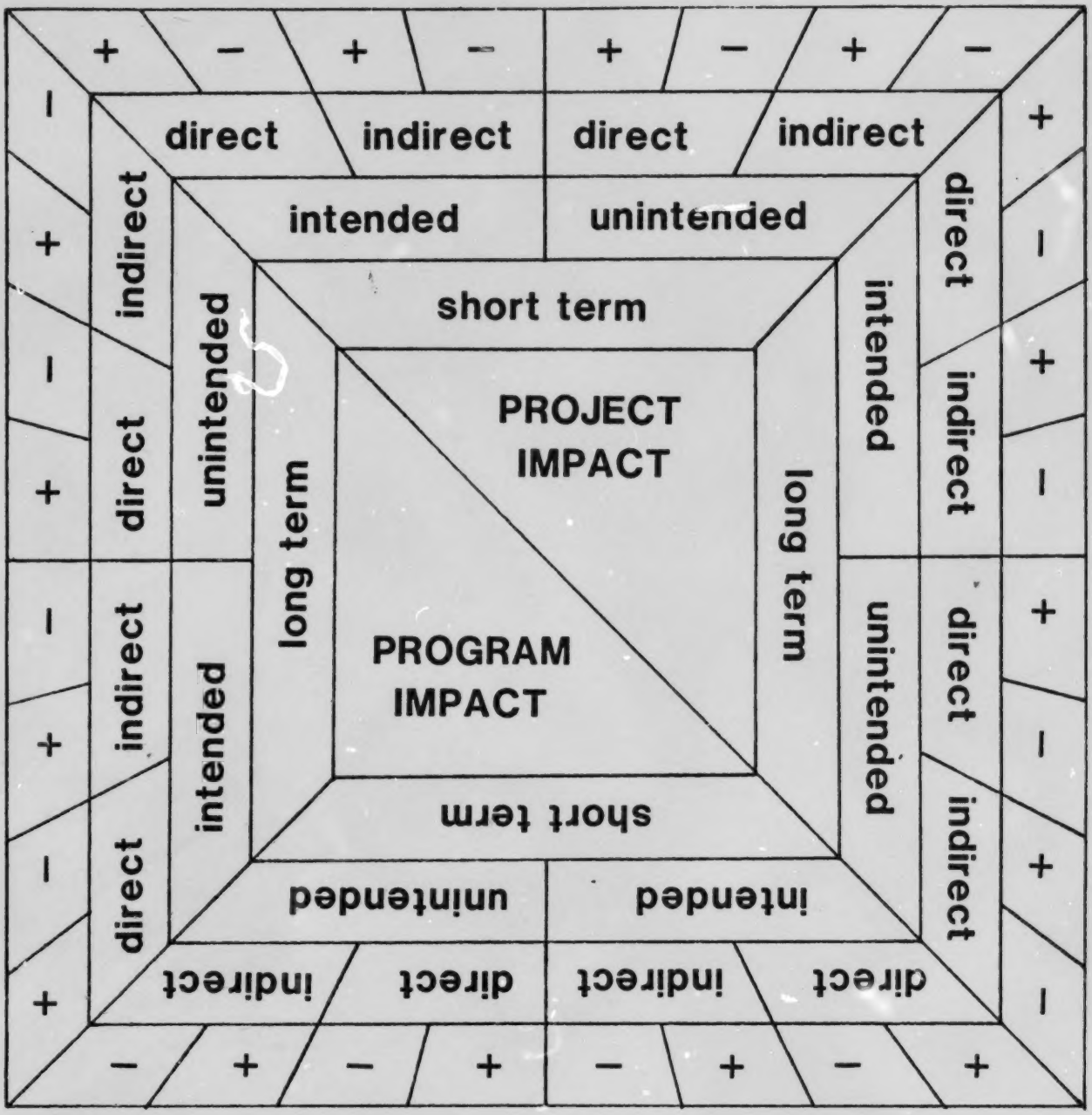

Figure 1: TYPES OF IMPACT

project or program. These are called direct impacts. If the impacts do not directly relate to the project goals but are perceived to be the result of project or program activities or products, they are called indirect impacts.

An impact can also be either positive or negative. While impacts must be positive for program improvement to occur, one should not overlook negative consequences. If discovered early enough, negative impacts can lead to a change in project or program activities. This is turn could lead to improved project and program results or impacts.

Delimiting the Problem

As illustrated in Figure 1, impact is a complex concept when considering the numerous classifications of impact. The methodology for assessing impact of educational research and development is also at an infant stage. These two factors, combined with the needs and resources of the Research and Development Section necessitate delimiting the focus of the impact assessment design.

The first consideration relates to the organizational structure for funding activities through the Research and Development Section. At the present time, projects are funded on an individual basis, without a programmatic structure. Therefore, the impact assessment design for current implementation will focus only on project impacts.

A second consideration is the degree to which impact is delineated according to the numerous classifications. For example, it would be possible to have a positive, direct, intended, short term, project impact. To describe impact by each classification would demand a high level of sophistication, both on the part of the impact assessors and the target audience. Since the impact assessment design presented

herein is an initial attempt to provide direction and structure for assessing the impact of vocational education research and development in Illinois, it is delimited to include the classification up to and including short and long term impact. Figure 2 represents the portion of impact assessment recommended for immediate implementation in Illinois.

Although long term impact must currently be assessed by projects, it is recommended that within 5 years assessment be done by program area. There are several advantages to working within the framework of programs when funding projects and assessing impact.

1. A program structure can assist individual project directors to see that their project efforts contribute to an overall plan and set of goals, thus tying their project goals and impact assessment to a larger whole.
2. A program structure can also aid project directors to set more realistic and attainable expectations for their individual projects since they will be able to understand how project efforts relate to program goals.
3. Assessing impacts of programs will help to eliminate the temptation to fund only low payoff, low risk projects because they have a high likelihood of showing a positive impact, in order to fulfill PL 94-482 impact requirements. Although high risk projects may have negative impacts, overall program impacts can still be positive.
4. A program structure will encourage the planning for long term impact through well conceptualized, multiple-year efforts which allow sufficient time for research, development and dissemination efforts.

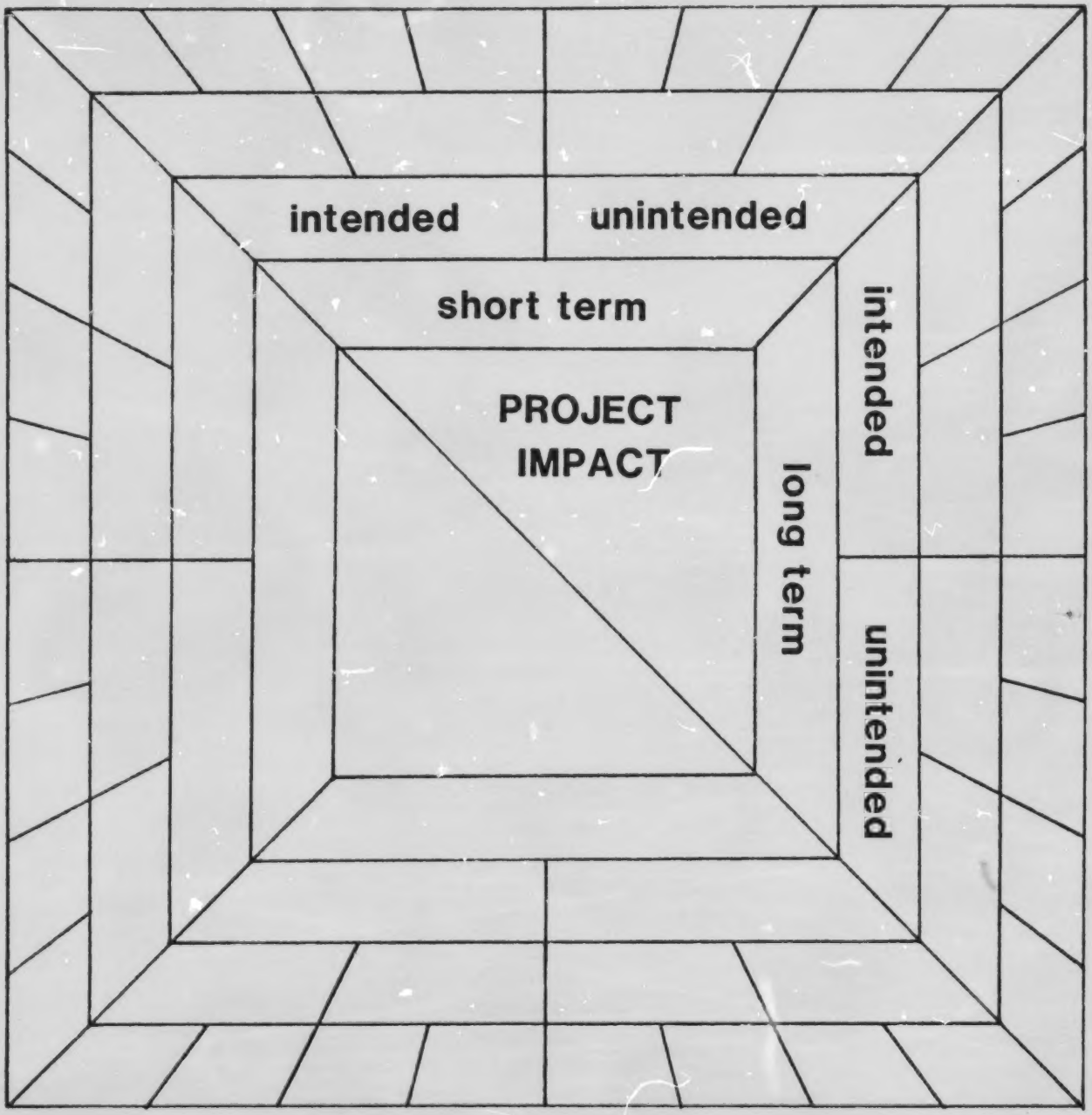

Figure 2: TYPES OF IMPACT TO BE ASSESSED IMMEDIATELY

Alternatives for establishing programs within the Research and Development Section can be found in Appendix A. Once programs are established and program goals identified, program impacts also can be identified. Although conceptually, the short term impact of programs can also be assessed, it is recommended that short term impact assessment continue to focus on projects. Therefore, it is recommended that within five years, impact assessment should include the short term impact assessment of projects and the long term impact assessment of programs. At this point, long term program impact assessment can replace long term project impact assessment. Figure 3 represents the portion of impact assessment which should be implemented within five years.

Following implementation of short and long term project and program impact assessment, it is possible to extend the design to include all classifications of impact. The more sophisticated delineation of impact may be used in the assessment process and/or in the interpretation of the findings. Figure 4 represents the final portion of the impact assessment design which is recommended to be implemented within 7 years.

Relationship of Dissemination to Impact

It is important to note that in Illinois, dissemination of a project's product is an important, yet not exclusive step toward achieving impact. Some states have defined impact as the extent of dissemination, i.e., the number of products dissemination. In Illinois, impact is considered to be a step beyond even the implementation level of dissemination. It is the consequence(s) of projects and programs which includes, but is not limited to dissemination activities. A brief description of the definition and process of dissemination,

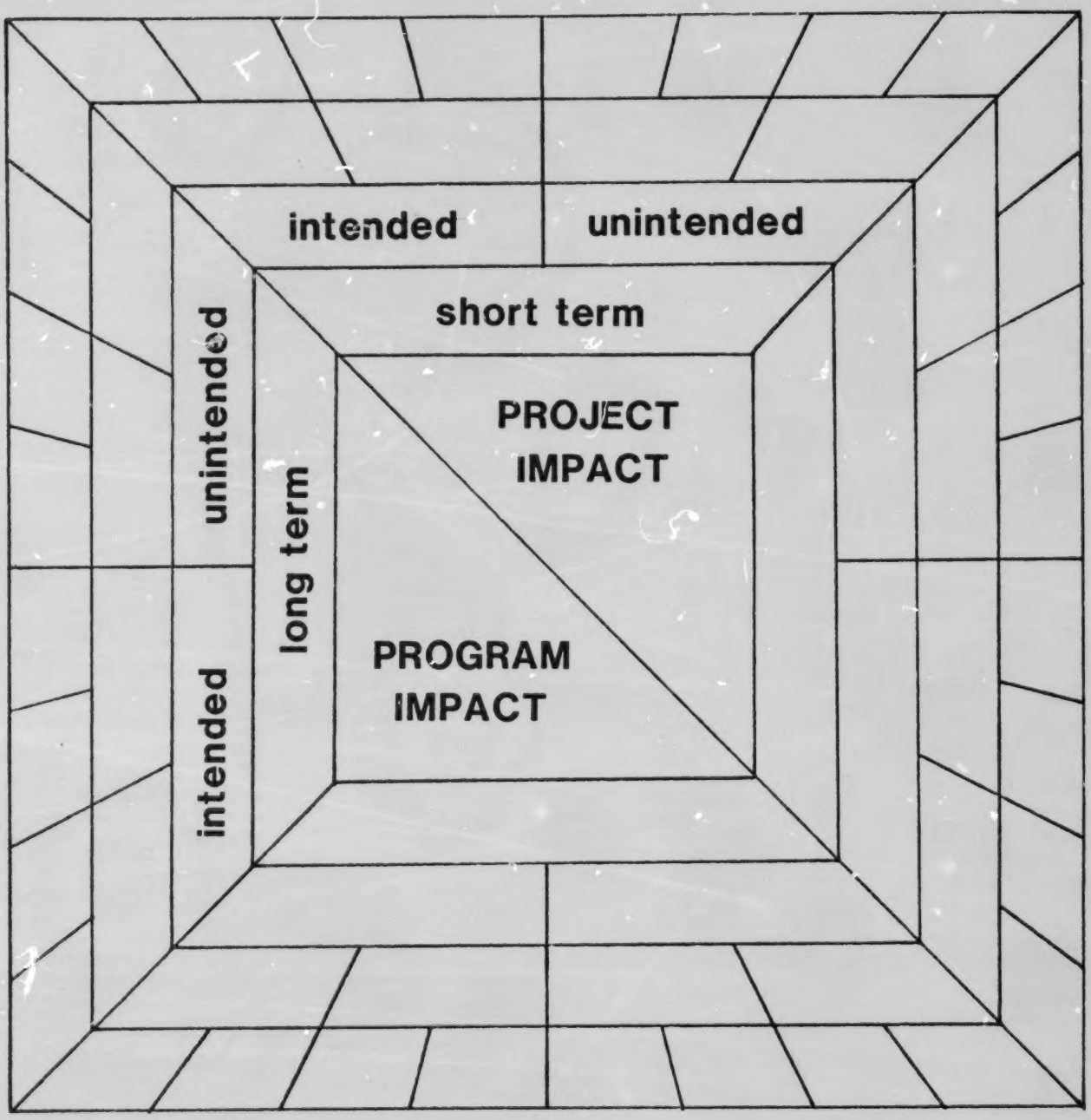

Figure 3: TYPES OF IMPACT TO BE ASSESSED WITHIN FIVE YEARS

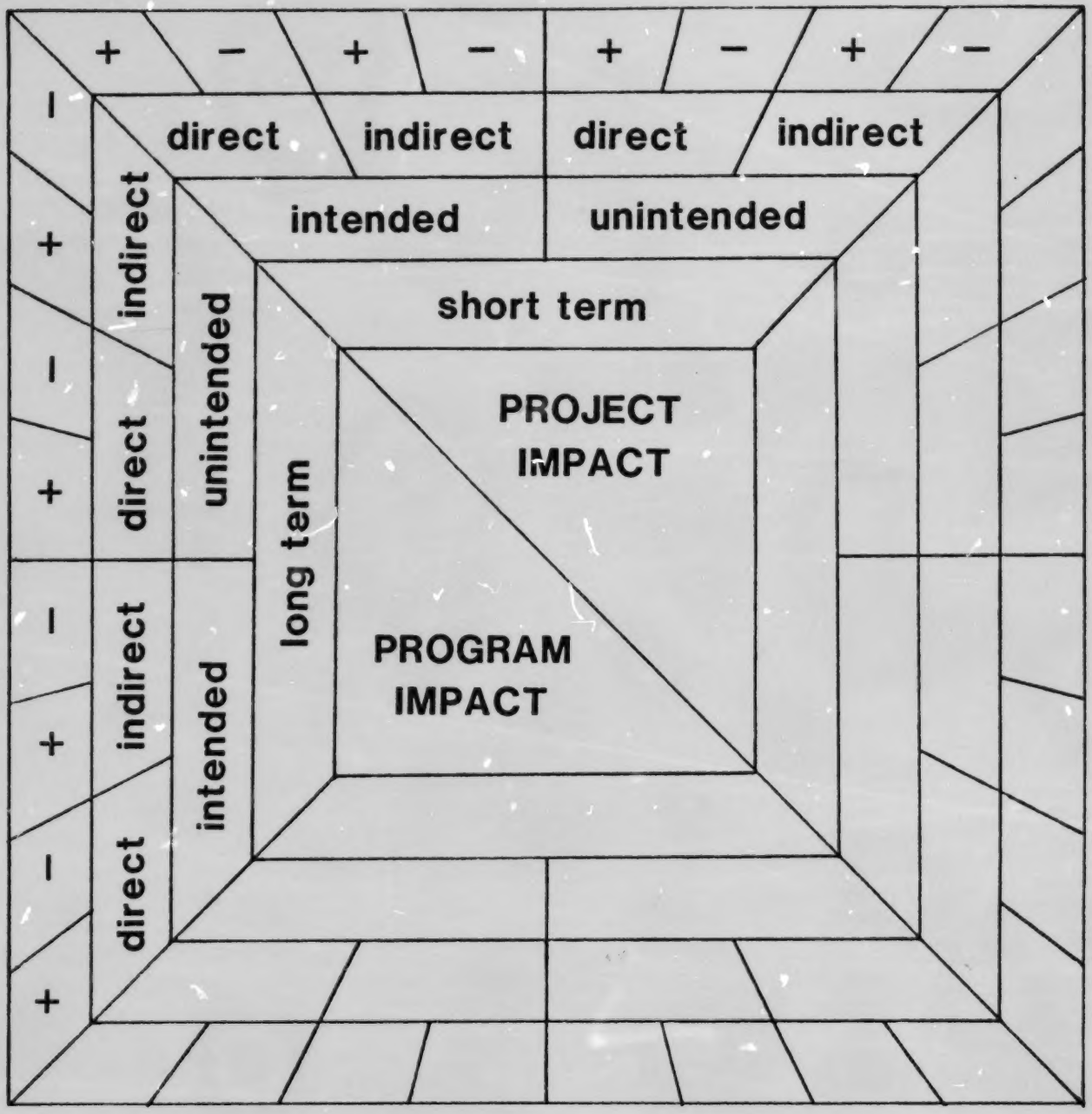

Figure 4: TYPES OF IMPACT TO BE ASSESSED WITHIN SEVEN YEARS

utilized in Illinois, is provided to assist the reader in understanding the relationship between dissemination and impact. A more detailed explanation of dissemination may be found in A Systemmatic Model for Dissemination (1981) and Dissemination Manual for Enhancing Program Improvement (1982). (Both documents are available from the Department of Adult, Vocational and Technical Education, Illinois State Board of Education, or through the Eric system).

Dissemination of vocational education program improvement products is any activity which assists potential users to:

1. Become aware of a product and its contents
2. Understand a product and how it can be used
3. Decide whether or not to adopt/adapt a product
4. Implement and continue to use a product

The concept of "use," therefore, is key in this definition of dissemination. The definition suggests "four levels of assistance" (awareness, understanding, decision, implementation/use) that potential users of vocational education program improvement products need prior to adopting or adapting a product. The definition implies a progressive process which provides a structure for planning effective dissemination activities.

The systematic dissemation process in an important step toward achieving impact. In Illinois, impact assessment reflects the consequences of all projects' activities, including the dissemination of the projects' products. Therefore, the likelihood of a project having a positive impact is increased through effective dissemination activities.

II. THE PROCESS OF ASSESSING IMPACT

This section presents three designs: one for assessing the short term impact of research and development projects, the second for assessing the long term impact of research and development projects and the third for assessing program impact.

SHORT TERM PROJECT IMPACT
AN OVERVIEW

PURPOSE:

To assess the short-term impacts of research and development program improvement projects to serve as a basis for making better judgments about further dissemination and identifying future priorities and activities to fund.

SCOPE:

Each year short term impact assessment will focus on 20 percent of all projects completed.

KEY QUESTIONS:

1. How would you describe the major impacts of this project?
2. Who was the target audience(s) most affected by the project's products?
3. What dissemination activities were conducted for this project?
4. What critical ingredients contributed to the achievement of impacts?
5. What factors inhibited the achievement of impacts?
6. Who are key individuals/groups and sites which could be contacted or visited to gain further evidence of the impacts of this project?
7. What are the potential long term impacts of this project?

INFORMATION SOURCES AND METHODS OF COLLECTION:

Source	Methods of Collection	Person(s) Responsible
1. Project Staff	1. Interview	1. Research and Development Section Staff
2. Reports & Supporting Proj. Mat'ls.	2. Document Analysis	2. Independent Impact Assessor(s)
3. Product Implementation Sites	3. On-Site Visits	3. Independent Impact Assessor(s)

PROCEDURE:

1. Reporting of impact data in project's final report.
2. Selection of projects for short term impact assessment.
3. Interviews with project staff.
4. In-depth investigation of projects' short term impact.

AUDIENCE OF RESULTS:

Department of Adult, Vocational and Technical Education, Illinois State Board or Education.

FORMAT OF RESULTS:

Written summary and recommendations.

SHORT TERM PROJECT IMPACT ASSESSMENT

PURPOSE:

The purpose of this design is to provide guidelines for the assessment of the short term impacts of research and development program improvement projects. Short term impact is defined as the consequence(s) of research and development program improvement projects and is assessed within 12 months after the funded life of a project. Short term impact assessment is a critical part of the program improvement process in that it can be used as a basis for making better judgements about further dissemination of projects' products and for identifying priorities and future activities to fund. Short term impact assessment also serves to satisfy accountability needs since impacts may occur during or immediately following funding of a project and because short term impacts contribute to the long term impacts of a program area.

SCOPE:

Each year short term impact assessment will focus on the collection of impact assessment data from 20 percent of the projects completed within the year.

KEY QUESTIONS:

The following questions have been identified to serve as a basis for interviews with project staff and target audiences for the assessment of short term impact:

1. How would you describe the major impacts of this project?

    1.1 What impacts were planned for and expected?

    1.2 In what way did planned impacts change during the funded life of the project?

2. Who was the target audience(s) most affected by the project's products?

   2.1 What impacts have occurred on the identified target audience(s)?

   2.2 What impacts have occurred on persons/groups other than the identified target audience(s)?

3. What dissemination activities were conducted for this project?

   3.1 What products were disseminated?

   3.2 How were the products disseminated?

   3.3 Who conducted the dissemination activities?

   3.4 How many products were disseminated?

   3.5 How has the dissemination of the project's products affected the impact of this project?

   3.6 What type of continued dissemination of the project's primary products would help to promote the impact of this project?

4. What critical ingredients contributed to the achievement of impacts? For example:

   4.1 What characteristics of the project staff contributed to impact?

   4.2 What characteristics of other key individuals or groups contributed to impact?

   4.3 What characteristics of the product contributed to impact?

   4.4 What characteristics of the setting contributed to impact?

   4.5 What aspects of the implementation process contributed to impact?

5. Who or what factors inhibited the achievement of impacts? For example:

   5.1 What characteristics of the project staff inhibited the achievement of impacts?

   5.2 What characteristics of other key individuals or groups inhibited the achievement of impacts?

   5.3 What characteristics of the product inhibited the achievement of impacts?

5.4 What characteristics of the setting inhibited the achievement of the impacts?

5.5 What aspects of the implementation process inhibited the achievement of impacts?

6. Who are key individuals/groups and sites which could be contacted or visited to gain further evidence of the impacts of this project?

7. What are the potential long term impacts of this project?

7.1 What future impacts are most likely to occur?

7.2 Who might be affected by future impacts?

INFORMATION SOURCES AND METHODS OF COLLECTING

See chart next page

(Short Term Project Impact)

INFORMATION SOURCES AND METHODS OF COLLECTING

Information Source	Method of Collection	Information Gained	Person(s) Responsible
1. Project staff	Interview	- History of project and product development - Background information on project staff - Project staff members' perceptions of project's impact - Recommendation of issues, people and consequences to be followed up for in-depth assessment of short term impact - Collaboration (and/or discrepancies) of information gained from other sources/methods.	Research and Development Section Staff
2. Reports and supporting project materials a. Proposals b. Progress c. Final reports d. Supporting materials	Document Analysis	- Potential impact of the project - The design and conceptualization of the products - The history of the project, including the source of support and the identity of the developers - The results and analyses of pilot and field testing of the product - Extent of dissemination activities - Direct or indirect measures of actual impact - Recommendations for future contacts - Collaboration (and/or discrepancies) of information gained from other sources/methods	Independent Impact Assessor(s)
3. Product Implementation Sites - Target audience - Personnel involved in implementation - Community and school members - Adaptations of original products	On-site visits - Interviews - Observation - Document analysis	- Additional input to above information - Description of actual impacts - Description of factors which contributed to the achievement of impacts - Description of factors which inhibited the achievement of impacts - Collaboration (and/or discrepancies) of information gained from other sources/methods	Independent Impact Assessor(s)

PROCEDURE:

The following procedure is recommended for the implementation of the short term project impact assessment design:

1. Reporting of impact related data in project's final report. The first step in the short term impact assessment is for the project staff to provide information on impact in their final report. This includes:

   - any evidence of impact or progress toward impact, such as any baseline data collected, preliminary results from field work, effects of a workshop or impacts on project staff;
   - projections of long term impact; and
   - suggestions for gathering impact data.

2. Selection of projects for short term impact assessment. The second step is the selection of 20 percent of all completed projects for short term impact assessment. It is recommended that a stratified random sample be selected by program area. This recommendation is based on the assumption that programs will be developed and utilized by the Research and Development Section. If programs are not developed, then a random sample of all completed projects should be selected.

3. Interviews with project staff. The third step in the short term impact assessment involves interviewing project staff to gain their perception of what impacts have occurred and to gain information regarding leads for further investigation of actual impacts. This interview should be conducted during the last month of the final phase of funding so that it will also help to provide closure to project activities.

4. In-depth investigation of short term impact. The in-depth investigation should be completed within a year of the termination

of funding of the projects. It will involve the analysis of available reports and documents and on-site visits to product implementation sites. It is recommended that the general procedure for conducting an on-site visit be adapted from the Three Phase System for State Wide Evaluation of Vocational Education Programs (Evaluation Handbook for Team Leaders, Illinois State Board of Education, 1982). Generally the on-site visit would include:

A. Pre-visitation activities
    a. Review of project reports and supporting materials
    b. Review of local agency materials
    c. Preparation of interview materials
B. On-site visit
    a. Interviews
        - Faculty
        - Administrative personnel
        - Students
        - Community members
    b. Observation of classes/groups utilizing project products

AUDIENCE OF RESULTS:

The findings from the short term impact assessment should be directed to the Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

FORMAT OF RESULT REPORTING:

The findings of the short term impact assessment should be described in a written report which would include sections on the major impacts, dissemination activities, factors which affected the achievement of impact and potential future impacts.

SHORT TERM IMPACT ASSESSMENT MANAGEMENT PLAN

Activity	Steps to Achieve Completion of Activity	Date of Initiation*	Date of Completion	Personnel Involvement	Intended Outcomes
1. Planning for intended impacts	1a. Write impact statements 1b. Revise impact statements	1. During proposal writing stage	1. End of funded life of project	1a. Project staff 1b. Assistance from RDS staff	1. Impact statements included in project proposal, progress reports and final report
2. Reporting evidence of progress toward impact	2a. Be aware of impacts or progress toward impact 2b. Collect impact data when appropriate e.g.. evaluation of workshop 2c. Report evidence of impact or progress toward impact	2. Beginning of project life	2. End of funded life of project	2a. Project staff 2b. Assistance from RDS staff	2. Section on impact in the final report
3. Selection of projects for short term impact assessment	3. Select random sample of 20% of completed projects	3. May	3. June	3. RDS staff	3. List of projects
4. Short term impact assessment interviews	3a. Conduct interviews with project staff 3b. Report findings from interviews	3. Last mo. of final phase of project funding (June)	3. Last mo. of final phase of project funding (June)	3a. RDS staff 3b. Project staff	3. Written summary of short term impacts as an addendum to final report

SHORT TERM IMPACT ASSESSMENT PLAN - continued

Activity	Steps to Achieve Completion of Activity	Date of Initiation	Date of Completion	Personnel Involvement	Intended Outcomes
5. In-depth investigation of short term impact	4a. Review available documents for impact related information	4a. July	4a. July	4a. Independent Impact Assessor (IIA)	4a. Impact data
	4b. Plan on-site visits	4b. July	4b. August	4b. IIA	4b. Assessment plan
	4c. Conduct on-site visits	4c. September	4c. May	4c. IIA and target audience	4c. Impact data
	4d. Conduct additional interviews as needed	4d. September	4d. May	4d. IIA	4d. Impact data
6. Prepare short term impact report	5. Write report	5. June	5. June	5. IIA	5. Written report

*all dates are based on the fiscal year of July 1 to June 30.

LONG TERM PROJECT IMPACT
AN OVERVIEW

PURPOSE:

To assess the long term impacts of research and development projects to satisfy accountability needs and to serve as a basis for identifying priorities and future activities to fund.

SCOPE:

Each year, long term project impact assessment will focus on 10 percent of the projects completed two to five years prior to assessment.

KEY QUESTIONS:

1. How would you describe the major impacts of this project?
2. Who was the target audience(s) most affected by the project's product?
3. What dissemination activities were conducted after project funding ceased?
4. What critical ingredients contributed to the achievement of impacts?
5. What factors inhibited the achievement of impacts?
6. Is there reason to believe that additional impacts will occur in the future?

INFORMATION SOURCES AND METHODS OF COLLECTION:

Source	Methods of Collection	Person(s) Responsible
1. Research and Development Section Staff	1. Interview	1. Independent Impact Assessor(s) (IIA)
2. Reports & Supporting Project Materials	2. Document Analysis	2. IIA
3. Product Implementation Sites	3. On-Site Visits	3. IIA

PROCEDURE:

1. Selection of projects for long term impact assessment.
2. Interviews with Research and Development Section staff.
3. In-depth investigation of long term project impact.

AUDIENCE OF RESULTS:

Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

FORMAT OF RESULTS:

Written summary and recommendations.

LONG TERM PROJECT IMPACT ASSESSMENT

PURPOSE:

The purpose of this design is to provide guidelines for the assessment of long term impacts of research and development projects. Long term project impact is defined as the consequence(s) of research and development projects assessed 12 months or more after the termination of funding. Long term impact assessment can help determine if vocational education research and development activities improve vocational education programs, thus satisfying accountability needs. Long term impact assessment can also serve as a basis for identifying priorities and future funding activities.

SCOPE:

Each year long term project impact assessment will focus on an in-depth investigation of 10 percent of projects completed two to five years prior to the assessment.

KEY QUESTIONS:

The following questions have been identified to serve as a basis for the collection of long term project impact information:

1. How would you describe the major impacts of this project?
   - 1.1 What impacts were planned for and expected?
   - 1.2 In what way did planned impacts change during continued use of project's product?
2. Who was the target audience(s) most affected by the project's product?
   - 2.1 What impacts have occurred on the identified target audience(s)?
   - 2.2 What impacts have occurred on persons/groups other than the identified target audience(s)?

3. What dissemination activities were conducted after project funding ceased?

   3.1 What products were disseminated?

   3.2 How were the products disseminated?

   3.3 Who conducted the dissemination activities?

   3.4 How have dissemination activities affected the impact of the project?

4. What critical ingredients contributed to the achievement of impacts?

   For example:

   4.1 What characteristics of the product contributed to impact?

   4.2 What characteristics of the setting contributed to impact?

   4.3 What aspects of the implementation process contributed to impact?

   4.4 How did key individuals/groups contribute to impact?

5. What factors inhibited the achievement of impacts? For example:

   5.1 What characteristics of the product inhibited the achievement of impacts?

   5.2 What characteristics of the setting inhibited the achievement of impacts?

   5.3 What aspects of the implementation process inhibited the achievement of impacts?

   5.4 How did individuals/groups inhibit the achievement of impacts?

6. Is there reason to believe that additional impacts will occur in the future?

   6.1 What future impacts may occur?

   6.2 Who might be affected by future impacts?

INFORMATION SOURCES AND METHODS OF COLLECTING

See chart next page

(Long Term Project Impact)

INFORMATION SOURCES AND METHODS OF COLLECTING

Information Source	Method of Collection	Information Gained	Person(s) Responsible
1. Research and Development Section Staff	Interview	- History of project and product development - Research and Development Section staff members' perceptions of the impacts of the project - Dissemination activities conducted after the termination of project's funding - Recommendations of issues, people and consequences to be followed-up - Collaboration (and/or discrepencies) of information gained from other sources/ methods	Independent Impact Assessor(s)
2. Reports & Sup - porting Project Materials a. Final report of project b. Short term im- pact report (if available for project) c. Supporting Project Materials	Document Analysis	- Potential impacts of the project - Design and conceptualization of the products - Identity of the developers - Extent of dissemination activities - Project staff members' perceptions of the project's short term impact - Evidence of short term impacts - Factors which contributed to or inhibited the achievements of impacts - Collaboration (and/or discrepencies) of information gained from other sources/methods	Independent Impact Assessor(s)
3. Product Implementation Sites - Target audience - Personnel involved in implementation - Community and school members - Adaptations of project's products	On-Site Visits - Interviews - Observation - Document Analysis	- Additional input to above information - Description of impacts - Factors which contributed to or inhibited the achievements of impacts - Collaboration (and/or discrepencies) of information gained from other sources/methods	Independent Impact Assessor(s)

PROCEDURE:

The following procedure is recommended for the implementation of the long term project impact assessment design:

1. Selection of projects for long term impact assessment. The first step is to select the projects for long term impact assessment. It is recommended that a random sample be selected from a population of projects completed two to five years prior to the assessment. Ten percent of the population would provide a manageable number of projects, although the percentage could be varied depending on the population size. Once the random sample has been chosen it is recommended that the list of projects be submitted to the Research and Development Section staff for review and approval. It is possible that a strong rationale exists for the inclusion or exclusion of a specific project, and the impact assessment design should allow such flexibility.

2. Interviews with Research and Development Section Staff. The second step is to interview the contract administrator responsible for each project selected. The contract administrator should be able to provide: 1) a brief history of the project and product development, 2) his/her perception of the impacts of the project, 3) the information on the dissemination activities conducted after the termination of project funding, and 4) recommendations of issues, people and consequences to be followed-up.

3. In-depth investigation of long term impact. The in-depth investigation of long term project impact involves the analysis of available reports and documents, and on-site visits to product implementation sites. It is recommended that the procedure for

conducting the on-site visits be adapted from the Three Phase System for State-Wide Evaluation of Vocational Education Programs (Evaluation Handbook for Team Leaders, Illinois State Board of Education, 1982). Generally the on-site visits would include:

A. Pre-visitation activities
   a. Review of project reports and supporting project materials
   b. Review of short term impact reports
   c. Review of local agency materials
   d. Preparation of interview materials

B. On-site visits
   a. Interviews
      - Faculty
      - Administrative personnel
      - Students
      - Community members
   b. Observation of classes/groups utilizing projects' products

AUDIENCE OF RESULTS:

The findings from the long term impact assessment should be directed to the Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

FORMAT OF RESULT REPORTING:

The findings of the long term impact assessment should be described in a written report which would include sections on the major impacts, dissemination activities, factors which affected the achievement of impact and potential future impacts.

MANAGEMENT PLAN: See chart next page.

LONG TERM PROJECT IMPACT ASSESSMENT MANAGEMENT PLAN

Activity	Steps to Achieve Completion Of Activity	Date of Initiation*	Date of Completion*	Personnel Involvement	Intended Outcomes
1. Selection of projects for long term impact assessment	1. Select random sample of 10% of projects completed 2-5 years prior to assessment	1. July	1. July	1. RDS staff	1. List of projects
2. Document analysis	2. Review documents containing impact data such as project's final report and short term impact report (if available)	2. July	2. August	2. Independent Impact Assessor (IIA)	2. Impact data
3. Long term impact assessment interviews	3a. Conduct interviews with RDS staff 3b. Report findings from interviews	3. August	3. Sept.	3. IIA and RDS	3. Impact data and information on persons/agencies to contact for further investigation
4. In depth investigation of long term impact	4a. Select locations for on-site visits 4b. Plan on-site visits 4c. Conduct on-site visits 4d. Conduct additional interviews as needed	4a. Sept. 4b. Sept. 4c. Oct. 4d. Oct	4a. Sept. 4b. Oct. 4c. May 3d. May	4a. IIA 4b. IIA 4c. IIA 4d. IIA	4a. List of locations 4b. Impact Assessment plan 4c. Impact data 4d. Impact data
5. Prepare long term impact report	5a. Analyze and synthesize findings 5b. Write report	5. June	5. June	5. IIA	5. Written report

*These dates are based on the fiscal year of July 1 to June 30.

LONG TERM PROGRAM IMPACT
AN OVERVIEW

PURPOSE:

To assess the long term impacts of research and development programs to satisfy accountability needs and to serve as a basis for identifying priorities and future activities to fund.

SCOPE:

Each year long term program impact assessment will focus on 20 percent of the program areas.

KEY QUESTIONS:

1. How would you describe the major impacts of this program?
2. Who was the target audience(s) most affected by this program?
3. What dissemination activities were conducted for projects' products within the program?
4. What critical ingredients contributed to the achievement of program impacts?
5. What factors inhibited the achievement of program impacts?
6. Is there reason to believe that additional program impacts will occur in the future?

INFORMATION SOURCES AND METHODS OF COLLECTION:

Source	Methods of Collection	Person(s) Responsible
1. Research and Development Section staff	1. Interview	1. Independent Impact Assessor(s) (IIA)
2. Reports & Supporting Program Materials	2. Document Analysis	2. IIA
3. Product Implementation Sites	3. On-Site Visits Program Specific Survey	3. IIA

PROCEDURES:

1. Selection of program(s) for impact assessment.
2. Document analysis of existing reports and support materials.
3. Interviews with Research and Development Section staff.
4. On-site visits to product implementation sites.

AUDIENCE OF RESULTS:

Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

FORMAT OF RESULTS:

Written summary.

LONG TERM PROGRAM IMPACT ASSESSMENT

(To replace long term project impact assessment once programs have been developed)

PURPOSE:

The purpose of this design is to provide guidelines for the assessment of long term impacts of research and development programs. Program impact is defined as the consequence(s) of research and development programs. A program is a group of program improvement projects that have related goals. Therefore, the impacts of projects contribute to the impacts of a program. Program impact assessment can help determine if vocational education research and development activities improve vocational education programs, thus satisfying accountability needs. Program impact assessment can also serve as a basis for identifying priorities and future activities to fund.

SCOPE:

Each year long term program impact assessment will focus on an in-depth investigation of 20 percent of identified program areas. By assessing the impacts of 20 percent of the programs, each program will be assessed every five years.

KEY QUESTIONS:

The following questions have been identified to serve as a basis for the collection of program impact information;

1. How would you describe the major impacts of this program?

    1.1 What impacts were planned for and expected as a result of this program?

    1.2 What impacts were planned for and expected as a result of projects within this program which contribute to program impacts?

    1.3 What were the actual impacts?

2. Who was the target audience(s) most affected by the program?

    2.1 What impacts have occurred on the target audience(s)?

2.2 What impacts have occurred on persons/groups other than the target audience(s)?

3. What dissemination activities were conducted for projects' products within the program?

3.1 What products were disseminated?

3.2 How were the products disseminated?

3.3 Who conducted the dissemination activities?

3.4 How have dissemination activities affected the impact of the program?

4. What critical ingredients contributed to the achievement of program impacts?

4.1 In what way were specific projects within the program critical to the achievement of program impacts?

4.2 In what way was the interrelationship between and/or among projects within the program critical to the achievement of program impacts?

4.3 In what way were human, material and/or fiscal resources critical to the achievement of program impacts?

5. What factors inhibited the achievement of program impacts?

5.1 In what way did specific projects within the program inhibit the achievement of program impacts?

5.2 In what way did the interrelationship between and/or among projects within the program inhibit the achievement of program impacts?

5.3 In what way did human, material and/or fiscal resources inhibit the achievement of program impacts?

6. Is there reason to believe that additional program impacts will occur in the future?

6.1 What future impacts may occur?

6.2 Who might be affected by future impacts?

INFORMATION SOURCES AND METHODS OF COLLECTING

See chart next page.

INFORMATION SOURCES AND METHODS OF COLLECTING

Information Source	Method of Collection	Information Gained	Person(s) Responsible
1. Research and Development Section staff	Interview	- History of program, including project and product development - Research and Development Section staff members' perceptions of the impacts of the program including projects within the program - Dissemination activities conducted after the termination of projects' funding - Program goals and potential long term impacts of the program - Recommendations of issues, people and consequences to be followed-up - Collaboration (and/or discrepancies) of information gained from other sources/methods	Independent Impact Assessor(s)
2. Reports and supporting mat'ls a. Final reports of projects within the program b. Short term impact reports (if available) c. Supporting Materials	Document Analysis	- Potential impacts of the projects within the program - Design and conceptualization of the products - Extent of dissemination activities - Project staff members' perceptions of the short term impact of projects within the program - Evidence of short term impacts of projects within the program - Factors which contributed to or inhibited the achievements of short term project impacts - Evidence of short term project impacts' contributions to long term program impacts - Collaboration (and/or discrepancies) of information gained from other sources/methods	Independent Impact Assessor(s)
3. Product Implementation Sites - Target audience - Personnel involved in implementation - Community and school members - Adaptations of products	On-site Visits - Interviews - Observation - Document Analysis	- Additional input to above information - Description of program impacts - Factors which contributed to or inhibited the achievements of program impacts - Collaboration (and/or discrepancies) of information gained from other sources/methods	Independent Impact Assessor(s)
4. Additional product implementation sites	Program Specific Survey	- Additional program impact data - Collaboration (and/or discrepancies) of information gained from other sources/methods	Independent Impact Assessor(s)

PROCEDURE:

The following procedure is recommended for the implementation of the long term program impact assessment design:

1. Selection of program for impact assessment. It is recommended that the Research and Development Section staff assume responsibility for the selection of the program to be assessed. Twenty percent of the programs should be selected so that each program will be assessed approximately every five years.

2. Document analysis of existing reports. The second step in the program impact assessment involves a review and analysis of existing reports, such as: program planning reports, final reports of projects, and the short term impact reports, if available. Information gained from these reports will include: program goals and intended impacts; goals, objectives, and intended impacts of projects within the program; target audience of project products, implementation sites, and evidence of short term impacts.

3. Interviews with Research and Development Section staff. The third step is to interview the contract administrators responsible for the projects within the program. The contract administrators should be able to provide information concerning their perception of the role that their project played in program impact, as well as relevant activities or dissemination efforts which have occurred since the termination of project funding.

4. On-site visits to a selected sample of sites where project outputs have been implemented. On-site visits should be made to implementation sites of at least three projects within the program. Sites should be chosen on a random basis. It is recommended that the procedure for conducting the on-site visits be adapted from the

Three Phase System for State-Wide Evaluation of Vocational Education Program (Evaluation Handbook for Team Leaders, Illinois State Board of Education, 1982). Generally the on-site visits would include:

A. Pre-visitation activities

a. Review of project reports and supporting project and program materials

b. Review of short term project impact reports

c. Review of local agency materials

d. Preparation of interview materials

B. On-site visits

a. Interviews

- Faculty
- Administrative Personnel
- Students
- Community Members

b. Observation of classes/groups utilizing projects' products

5. Development and Administration of a Program Specific Impact Survey. Using the information gained during the on-site visits, a program specific impact survey can be developed. This survey can be administered to target audiences of additional implementation sites to gather additional impact data and to validate the findings from the on-site visits. A sample program-specific impact survey can be found in Appendix B.

AUDIENCE OF RESULTS:

The findings from the program impact assessment should be directed to the Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

FORMAT OF RESULT REPORTING:

The findings of the program impact assessment should be described in a written report which would include sections on the major impacts, dissemination activities, factors which affected the achievement of impacts and potential future impacts.

MANAGEMENT PLAN:

See chart next page.

PROGRAM IMPACT ASSESSMENT MANAGEMENT PLAN

Activity	Steps to Achieve Completion of Activity	Date of Initiation*	Date Completion*	Personnel Involvement	Intended Outcomes
1. Selection of programs for impact assessment	1. Select 20% of programs	1. July	1. July	1. RDS staff	1. Program(s) name
2. Document analysis	2. Review documents containing impact data such as projects' final reports and short term impact report	2. July	2. August	2. Independent Impact Assessor (IIA)	2. Impact data
3. Impact assessment interviews	3a. Conduct interviews with RDS staff 3b. Report findings from interviews	3. August	3. Sept.	3. IIA and RDS	3. Impact data and information on persons/agencies to contact for further investigation
4. In-depth investigation of program impact	4a. Select locations for on-site visits 4b. Plan on-site visits 4c. Conduct on-site visits 4d. Conduct additional interviews as needed	4a. Sept. 4b. Sept. 4c. Oct. 4d. Oct.	4a. Sept. 4b. Oct. 4c. March 4d. March	4a. IIA 4b. IIA 4c. IIA 4d. IIA	4a. List of locations 4b. Impact Assessment Design 4c. Impact data 4d. Impact data
5. Develop program specific impact survey	5. Develop survey	5. March	5. March	5. IIA	5. Survey

continued

PROGRAM IMPACT ASSESSMENT MANAGEMENT PLAN (continued)

Activity	Steps to Achieve Completion of Activity	Date of Initiation*	Date of Completion*	Personnel Involvement	Intended Outcomes
6. Administer survey	6a. Select sites to survey 6b. Conduct survey 6c. Analysis of findings 6d. Report findings	6. April	6. May	6. IIA	6. Impact data
7. Prepare long term program impact report	7a. Analyze and synthesize findings 7b. Report findings	7. June	7. June	7. IIA	7. Written report

*These dates are based on the fiscal year of July 1 to June 30.

III. MANAGING IMPACT ASSESSMENT

This section describes the roles and responsibilities of project staff, Research and Development Section staff, and the independent impact assessor(s). It also describes alternatives for who might assume the role of the independent impact assessor.

MANAGING IMPACT ASSESSMENT

Assessing the short and long term impacts of research and development program improvement projects and programs involves many individuals and/or groups. To effectively manage this process, each group must be aware of their role and responsibilities and how these responsibilities fit into the process. This section describes the roles and responsibilities of project staff, Research and Development Section staff and the independent impact assessor(s). It also describes alternatives for who might assume the role of the independent impact assessor, depending on available resources.

ROLES AND RESPONSIBILITIES RELATED TO IMPACT ASSESSMENT

PROJECT STAFF:

Project staff become involved with impact assessment as they write a proposal and describe the potential impact of the project. The Responsibilities of project staff throughout the funded life of a project are primarily to identify potential impacts and to report progress toward actual impact. More specifically, responsibilities of project staff include:

1. Developing impact statements to be included in the proposal for each phase of the project;
2. Revising the impact statements and reporting progress toward the achievement of impact in the progress reports to the Research and Development Section staff;
3. Reporting dissemination efforts and any dissemination follow-up information in their final reports;

4. Providing information on impact in their final report which includes:
   A. Any evidence of impact or progress toward impact, such as any baseline data collected, preliminary results from field work, effects of a workshop or impacts on project staff;
   B. Projections of long term impact;
   C. Suggestions for gathering data; and
5. Meeting with contract administrators to provide information regarding their perception of the project's impact and to recommend issues, people and consequences that should be followed-up.

RESEARCH AND DEVELOPMENT SECTION STAFF:

The responsibilities of the Research and Development Section Manager include:

1. Identifying research and development programs and program goals as a basis for project funding decisions and for the development of program impact statements;
2. Determining who will assume the role of the independent impact assessor(s), based upon an assessment of available resources;
3. Assigning responsibilities to those persons involved in the impact assessment process; and
4. Supervising the impact assessment process.

The responsibilities of the Research and Development Section staff include:

1. Assisting project staff in developing, revising and reporting impact statements;
2. Assisting project staff in developing, conducting and reporting dissemination efforts;

3. Assisting project staff in identifying and reporting evidence of impact or progress toward impact;
4. Conducting interviews with staff of those projects selected for short term impact assessment to obtain their perception of the project's impact;
5. Being interviewed by the independent impact assessor for the long term project or program impact assessment; and
6. Assuming additional responsibilities if the independent impact assessor(s)'s responsibilities are divided among the Research and Development Section staff.

INDEPENDENT IMPACT ASSESSOR(S):

The responsibilities of the independent impact assessor(s) include:

1. Reviewing available documents which include impact information, such as final reports or write-ups of interviews with project staff;
2. Interviewing Research and Development Section staff regarding the impact of projects they have monitored;
3. Conducting on-site visits to locations where implementation of project products have occurred;
4. Developing and conducting a program specific survey on program impacts; and
5. Writing a summary report on short term project impacts and long term project or program impact.

INDEPENDENT IMPACT ASSESSOR(S) ALTERNATIVES

The roles and responsibilities of the independent impact assessor(s) may be assumed by different people/agencies. The decision of who is to assume these responsibilities will most likely be dependent on available resources of both time and money. Three alternatives have been identified:

Alternative #1:

The first alternative is to contract with an external group/agency to conduct the impact assessment. One means of doing this would be through the "Request for Proposal Process." Advantages to this alternative are that few additional responsibilities would be placed on the Research and Development Section staff and a greater degree of objectivity will be achieved through the use of an external group. A disadvantage might be the higher cost. If this alternative is chosen, it is recommended that the impact assessment project be "monitored" by the manager of the Research and Development Section or a staff member designated to coordinate the impact assessment in order to provide continuity from one year to the next.

Alternative #2:

A second alternative would be to utilize staff from another unit within the state agency, such as the Program Evaluation and Assessment Section within the Division of Planning Research and Evaluation.
As in alternative #1, this alternative would place few additional responsibilities on the Research and Development Section staff and would provide for objectivity. In addition, it would promote cooperation and collaboration between sections. The feasibility of this alternative would depend on whether staff from another section would have time and expertise to assume such responsibilities and if the mechanics of achieving collaboration could be achieved.

Alternative #3:

The third alternative is to divide the responsibilities of the impact assessor among the Research and Development Section staff. It is recommended that one staff member be identified to facilitate the impact

assessment in order to coordinate the efforts of all staff members. An advantage to this alternative is the low cost, although the feasibility would depend on whether staff members would have time to assume such responsibilities. A disadvantage is the bias of staff members due to previous involvement in project activities. If this alternative is chosen, it is recommended that the number of projects chosen for in-depth assessment be equivalent to the number of staff members assuming responsibilities. Division of responsibilities may be as follows:

SHORT TERM PROJECT IMPACT ASSESSMENT

Joint responsibilities of staff:

- Selection of projects for in-depth assessment.
- Assignment of projects to individual staff members.
- Discussion concerning findings of on-site visits.
- *Compilation of the findings of the short term impact assessment.

Responsibilities of individual staff members:

- Exit interviews with staff of completed projects (number will vary depending on how many projects are chosen for short term impact assessment.
- Conducting the in-depth investigation of short term impact of one project. This study would include a review of available reports and on-site visits.
- Writing a report summarizing the findings.

LONG TERM PROJECT IMPACT ASSESSMENT

Joint responsibilities of staff:

- Selection of projects for impact assessment.
- Selection of implementation sites for on-site visits.
- Assignment of implementation sites to individual staff members (one location per person).
- Discussion concerning findings of on-site visits.

- *Compilation of findings.

Responsibilities of individual staff members:

- Review of available documents.

- On-site visit to one implementation site.

LONG TERM PROGRAM IMPACT ASSESSMENT

Joint responsibilities of staff:

- Selection of program(s) for impact assessment.

- Selection of implementation sites for on-site visits.

- Assignment of implementation sites to individual staff members.

- Discussion concerning findings of on-site visits.

- *Development and administration of program-specific survey (if determined to be desirable).

- *Compilation of findings.

Responsibilities of individual staff members:

- Review of available documents.

- On-site visits to implementation sites.

*These responsibilities may be assigned to the impact assessment specialist if a staff member is designated as such.

IV. UTILIZING IMPACT ASSESSMENT DATA

This section provides possible uses of short term and long term impact assessment data and is organized by the key questions identified in the impact assessment design.

USE OF SHORT TERM IMPACT DATA

	Key Questions	Use of Information Collected
major impacts	1. How would you describe the major impacts of this project? 2. Who was the target audience(s) most affected by the project's product?	- Discussions related to short term planning of research and development program improvement efforts including: a. priority setting b. future funding of research and development projects - Accountability data for funding agency and policy makers - Public relations within a local community
dissemination	3. What dissemination activities were conducted for this project?	- Decisions related to: a. promotion of a project's product b. funding for continued dissemination of a project's product c. need for revisions or changes in a project's product d. effect of dissemination on impact
factors affecting impact	4. What critical ingredients contributed to the achievement of impacts? 5. What factors inhibited the achievement of impacts?	- Identification of common elements in the development and implementation of project's products which contributed to or inhibited impact. This may include information on: a. project staff b. processes c. resources of time and money - Application of knowledge gained to future funding efforts
contacts	6. Who are the key individuals and sites which could be contacted to gain further evidence of the impacts of this project?	- Continued investigation or follow-up of short term impact - Potential leads for long term impact assessment

potential impacts

Key Questions (continued)	Use of Information Collected
7. What are the potential long term impacts of this project?	- Decisions related to long term planning of research and development program improvement activities - Contributions to long term impact assessment - Accountability purposes - Public relations within a local community

USE OF LONG TERM PROJECT IMPACT DATA

	Key Questions	Use of Information Collected
major impacts	1. How would you describe the major impacts? 2. Who was the target audience most affected by the project?	- Decisions related to long term planning of research and development program improvement efforts, including: a. priority setting b. future funding of research and development projects - Accountability data for funding agency and policy makers - Public relations within a local community
dissemination	3. What dissemination activities were conducted?	- Evaluation of dissemination - Identification of successful dissemination processes - Decisions related to the need for continued dissemination of products - The effect of dissemination on impact
factors affecting impact	4. What critical ingredients contributed to the achievement of impacts? 5. What factors inhibited the achievement of impacts?	- Identification of key elements which contribute to or inhibit the achievement of impact - Application of knowledge gained to future funding efforts
potential impacts	6. Is there reason to believe that additional impacts will occur in the future	- Decisions relating to long term planning of research and development program improvement efforts

USE OF LONG TERM PROGRAM IMPACT DATA

	Key Questions	Use of Information Collected
major impacts	1. How would you describe the major impacts? 2. Who was the target audience most affected by the program?	- Decisions related to long term planning of research and development program improvement efforts, including: a. priority setting b. future funding of research and development projects - Accountability data for funding agency and policy makers - Public relations within a local community
dissemination	3. What dissemination activities were conducted?	- Evaluation of dissemination - Identification of successful dissemination processes - Decisions related to the need for continued dissemination of products - The effect of dissemination on impact
factors affecting impact	4. What critical ingredients contributed to the achievement of impacts? 5. What factors inhibited the achievement of impacts?	- Identification of key elements which contribute to or inhibit the achievement of impact - Application of knowledge gained to future funding efforts
potential impacts	6. Is there reason to believe that additional impacts will occur in the future?	- Decisions relating to long range planning of research and development program improvement efforts

Appendix A

ALTERNATE APPROACHES TO THE ESTABLISHMENT OF RESEARCH AND DEVELOPMENT PROGRAMS

The identification and establishment of research and development programs by the Research and Development Section staff is essential for the successful implementation of the impact assessment system. In order to assist the Research and Development Section staff in identifying research and development programs, Project IMPACT staff has identified five alternate approaches. These alternatives are presented on the following pages and are intended to be used as a basis for discussion among the Research and Development Section staff. The Project IMPACT Staff recommends the first alternative as it is based on the current goals of the Research and Development Section.

Alternative #1

PROGRAMS BASED ON FIVE MAJOR GOALS

This alternative uses the five major goals identified by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education in 1982 for the development of programs. These goals were developed as a result of a series of planning sessions held to identify key issues and solutions to some of the common problems addressed by the fourteen thrusts for the 80's.

Research and Development Programs Based on Five Major Goals

Program	Goals	Suggested year for long term assessment
1. Responsiveness to Individuals	To provide access for youth and adults to more diverse vocational education programs which are suited to their needs, interests, and abilities and which are consistent with labor market needs.	FY 1983
2. Economic Well-being	To promote vocational programs and services which foster the economic well-being of individuals, local communities, and the state.	FY 1984
3. Skill Development	To support quality programs of vocational and technical education which facilitate individual attainment of basic, technical, and survival skills necessary for employment.	FY 1985
4. Collaborative Efforts	To strengthen vocational education programs through collaborative efforts among and between job training providers and business, industry, labor, government and community agencies.	FY 1986
5. Support Services	To extend support services that assist youth and adults in vocational education programs to succeed in the work force.	FY 1987

Strengths:

- Based on a refinement of the 14 thrusts from input by State Board staff, Illinois Council of Local Administrators and LEA's.
- Major goals are already identified and issues identified may be used as a basis for objectives and funding of projects.
- Allows for assessing impact of one program per year, within a reasonable time.

Weaknesses:

- Currently funded projects may not conveniently fit into program areas.

Alternative # 2

COMBINE SIMILAR THRUSTS INTO RESEARCH AND DEVELOPMENT PROGRAMS

This alternative uses the 14 thrusts as the basis for the development of programs. By combining similar thrusts, five programs are created. One program would be assessed each year so that all programs would be Assessed every five years.

Research and Development Programs Based on Combinations of Thrusts

Program	Subprogram (thrust)	Number of related projects funded FY 81	Number of related projects funded FY 82	Suggested year for long term assessment
1. Strengthening Voc Ed. Capacity	Research, Development Dissemination	24	23	FY '83
	Planning and Evaluation	5	2	
	Voc Ed Staff Development	5	5	
	subtotal	34	30	
2. Responsiveness to Individuals	Access & Equity	11	5	FY '84
	Individual Needs	16	10	
	Older Citizens	1	0	
	subtotal	28	15	
3. Skill Development	Basic Skill Development	4	2	FY '85
	Survival Skills	0	0	
	Competency Based	22	13	
	subtotal	28	15	
4. Public Understanding and Policy	Policy & Legislative Development	0	0	FY '86
	New Economic Concepts	5	3	
	Public Awareness	2	2	
	subtotal	7	5	
5. Organizational Linkages	Business/Industry/ Education Coordination	4	3	FY '87
	Agency Coordination	2	2	
	subtotal	6	5	

Strengths:

- Based on the 14 thrusts, adding continuity to long term organizational commitments.
- Reduces the 14 thrusts to five easier-to-understand research and development programs. This should facilitate the overall management of the research and development effort.
- Allows for assessing impact of one program per year, within a reasonable time.
- Assesses impact of programs emphasized for a number of years, first, and allows time for lesser funded programs to be further emphasized.

Weaknesses:

- Subprogram goals may not always be related.
- Adds dimension of "subprogram" (thrust) to the project-to-program conceptualization.

Alternative #3

EACH OF 14 THRUSTS CONSIDERED A PROGRAM

In this alternative each thrust becomes a program, creating 14 different programs. One to five programs would be assessed each year in order for all programs to be assessed every five years.

Program		Number of related projects FY 81	FY 82	Suggested year for long term assessment
1. Research, Development, Dissemination		24	23	FY '83
	subtotal	24	23	
2. Individual Needs		16	10	FY '84
3. Planning and Evaluation		5	2	
	subtotal	21	12	
4. Competency Based		22	13	FY '85
5. Survival Skills		0	0	
	subtotal	22	13	
6. Access and equity		11	5	FY '86
7. Vocational Education Staff Development		5	5	
8. Public Awareness		2	2	
9. Older Citizens		1	0	
	subtotal	19	12	
10. New Economic Concepts		5	3	FY '87
11. Basic Skill Development		4	2	
12. Business/Industry/Education Coord.		4	3	
13. Agency Coordination		2	2	
14. Policy & Legislative Development		0	0	
	subtotal	15	10	

Strengths:

- Assess impact of each thrust, providing several projects are funded in each one.
- More even distribution of individual projects to choose from per year (approx. 20).

Weaknesses:

- In some cases few or no projects to make up program, at least at present.
- Too many programs to assess in FY '86 and FY '87.
- Too many programs to fund with multiple projects in the near future.

Alternative # 4

COMBINATIONS OF 11 PROGRAMS CURRENTLY IDENTIFIED BY RESEARCH AND DEVELOPMENT SECTION

This alternative combines the eleven subject specific programs currently used by the Research and Development Section into six programs. One or two programs would be assessed each year so that all programs can be assessed every five years.

Research and Development Programs Based on Combinations of Current Programs

Programs	Number of related projects currently funded FY 81	FY 82	Suggested year for long term assessment
1. All Vocational Education	74	56	FY '83
subtotal	74	56	
2. Agriculture	3	1	FY '84
3. Health Occupations Education	2	1	
subtotal	5	2	
4. Home Economics Education	4	3	FY '85
Career Education	0	0	
subtotal	4	3	
5. Business Office/Distributive/ Cooperative Education	11	4	FY '86
subtotal	11	4	
6. Industrial Arts/Technical/Trade/ Industrial Education	7	5	FY '87
subtotal	7	5	

Strengths:

- No more than 2 programs assessed each year.

Weaknesses:

- Bulk of projects identified as being "all vocational education".
- Too few projects contributing to programs in most cases.
- The 14 Thrusts are not easily, or even reasonably categorized into programs defined this way.

Alternative #5

UNIVERSITY RESPONSIBILITY FOR RESEARCH AND DEVELOPMENT ON THRUSTS

This alternative assigns the responsibility of research and development efforts, categorized by thrusts, to the 9 universities which are a part of the liaison council.

Research and Development Programs Based on Thrusts Assigned to Programs

University	Thrust	Number of projects FY 81	FY 82	Year of assessment
SIU-C	Competency Based	22	13	FY '83
	Survival Skills	0	0	
	subtotal	22	13	
U of I	Research, Development, Dissemination	24	23	FY '84
	Policy and Legislative Development	0	0	
	subtotal	24	23	
ISU	Individual Needs	16	10	FY '85
	Older Citizens	1	0	
SIU-E	Business/Industry/Education Coordination	4	3	
	subtotal	21	13	
WIU	Access and Equity	11	5	FY '86
NIU	Planning and Evaluation	5	2	
EIU	Vocational Education Staff Development	5	5	
	subtotal	21	12	
CSU	Public Awareness	2	2	FY '87
	New Economic Concepts	5	3	
	Basic Skill Development	4	2	
	Agency Coordination	2	2	
	subtotal	13	9	

Strengths:

- Each university's research and development could be viewed as a research and development program.
- Responsibilities on universities for long term pursuit of particular thrusts.
- Research and development efforts spread geographically across state.
- Builds upon the 14 thrusts.

Weaknesses:

- Staff capacities and interests at universities will likely be broader than particular assigned thrusts.
- May be build in bias on part of evaluators.
- Decentralized approach could lead to haphazard, or at least uneven, progress toward each thrust.
- Would be politically unwieldy, if not substantively.

APPENDIX B

A SAMPLE PROGRAM SPECIFIC IMPACT SURVEY

INTRODUCTION

(A Sample Program Specific Impact Survey)

A sample Program Specific Impact Survey has been developed and included here to illustrate the types of questions which might be asked to assess the impact of a hypothetical research and development program, Responsiveness to Individuals. The program was developed to provide a basis for development of the survey.

The sample program is based on alternative 2 (Appendix A) presented by the Impact Project staff as one of several possible approaches which could be used to establish research and development programs. The sample program consists of twelve research and development projects which were funded for fiscal year 1982 which have related goals, whose goals relate to the program's objectives and whose intended impacts contribute to the sample program's intended impacts.

To aid the reader in understanding the materials presented here, background is provided by bringing together information related to the development, implementation, and assessment of research and development programs which appears in various sections of the Impact Assessment System Document. The purpose is to provide a coherent view of a research and development program and to present one means of assessing the impact of such programs, the Program Specific Impact Survey.

BACKGROUND

Program Development: The research and development program is a group of program improvement projects funded by the Research and Development Section that are seen by the Research and Development Staff as having related goals. The program would therefore be developed based on a broad need area. The Impact Project staff has suggested several alternatives for developing R & D programs as follows:

- Develop programs for each of the 14 thrusts
- Develop programs by combining similar thrusts
- Develop programs by using combinations of the 11 programs currently identified by the R & D Section
- Develop programs by assigning related thrusts to universities

Regardless of how programs are developed, by the above or other methods, the programs should be developed before the issuance of Requests for Proposals.

Program Goals: Once the programs are identified, a program goal(s) should be developed for each program. Program goals are what the state education agency (Research and Development Section) would like to achieve as a result of funding one or more program improvement projects within each program.

Program Objectives: Program objectives are the outcomes which will lead to achieving the identified goal(s) of a program. The objectives should be generalizable to a number of different projects.

Program Procedures: The program procedures will relate to the RFP process in most instances. However, it is not necessary that funding projects to

alleviate a need(s) is the only procedure which may serve to address a program objective. For example, the R & D Section may need to cooperate/collaborate with other offices, departments or sections at the state level to accomplish the goals and objectives of a particular program. The degree to which procedures will be related to the RFP process will depend on whether the procedures require the R & D Section to act alone, whether the R & D section will delegate the required action to another agency through the RFP process, or whether the action needed to accomplish program objectives requires joint action of the R & D Section and others (i.e. University R & D staff, other state level agencies, local level personnel).

Intended Program Impact: Intended program impact or what is expected to be the consequences of implementing each R & D program should be planned. The intended impact statements should specify the target population(s) expected to be affected and identify the precise nature of the intended consequences. Ideally, they should have an impact standard against which the actual impact achieved can be measured. For example, in the program, Responsiveness to Individuals, an intended program impact statement might be as follows:

> Increase by twenty-five percent the number of special needs secondary students in Illinois who complete vocational education programs in new and emerging occupations which have high employment demand as compared to the 1982 figures.

When developing intended program impact statements, the developers should be realistic as to the extent of impact which can be expected based on the procedures to be used to achieve the impact.

The Relationship of Projects to Programs: Projects will be linked to a program by their goals relating directly to a program's objectives.

The program objectives should serve as a basis for guiding the development of project goals and the intended impact(s) of projects should contribute to the achievement of intended program impact.

This process implies the need for clearly communicating the program and its components to potential proposal writers and to project directors of funded projects. It also would require very careful development or revision of project proposals to assure the goals of projects relate directly to program objectives and that their intended impact will contribute to intended program impact. Further, it is conceivable that the degree to which projects can address program objectives may require program revision or extension (in time) to achieve the goals, objectives, and intended impact of a program.

Measuring Program Impact: One way program impact can be measured is through a program specific impact survey. The program specific impact survey should be developed based upon the information gained during the in-depth investigations of long term program impact and upon evidence of actual impacts. The purpose of the survey is to gather additional impact data to validate the findings from the on-site visits of the long term impact assessment. For example, during an on-site visit one might find that a project's staff appeared to spend (or to have spent) considerable time and effort providing technical assistance to others interested in their project's outputs. From interviews and documents at the site, information can be acquired for including questions in the program specific impact survey for validating the provision of technical assistance and identifying persons who should receive the survey.

Target audiences for the survey. The program specific impact survey should be administered to implementation/utilization sites external to the

project sites included in the long term impact assessment sample for a specific program. Therefore, the survey will have as its target audience, sites and persons who have implemented/utilized products of one or more of the projects within a research and development program being assessed. The target audiences identified in projects' dissemination planning outlines and impact statements should be represented in the target audience for the program specific impact survey.

PROGRAM: Responsiveness to Individuals

PROGRAM GOAL: To provide access to youth and adults, to more diverse vocational education programs which are suited to their needs, interest and abilities and which are consistent with labor market needs.

Subprogram (thrust): Access and Equity, Individual Needs, Older Citizens

Program Objectives	Program Procedures	Intended Program Impact
1. To increase the availability of vocational education programs in the state which have the capacity to meet the needs, interests, and abilities of youth and adults in areas of employment demand.	1. To fund through the RFP process, research and development projects which propose development, testing and/or refinement of vocational education programs, or products which will increase the capacity of vocational education programs to meet the needs, interests and abilities of youth and adults in areas of employment demand.	1. Increased availability of vocational education programs in the state which have the capacity to meet the needs, interests, and abilities of youth and adults in areas of employment demand.
2. To increase and improve vocational education programs and services for special population groups.	2. To fund through the RFP process, research and development projects which propose development, testing and dissemination of vocational education programs, program models, products and/or other outputs for improving the delivery of vocational education to special population groups including: Limited English Proficiency Disadvantaged Handicapped Native Americans Displaced Homemakers	2. Increased access and equity which result in increased participation of special population groups participating in vocational education programs, acquiring marketable skills and finding employment. Increased modification of vocational education programs to accommodate special population groups. Improved planning and implementation of vocational education programs designed to serve special population groups. Improved supportive services for special population groups participating in vocational education programs.

continued

Program Objectives	Program Procedures	Intended Program Impact
		Increased knowledge and awareness by vocational educators, of the varied assessment, and placement procedures that can be utilized with special population groups in vocational education programs at the secondary, post-secondary and adult levels.
3. To increase and improve the resources and assistance available for the establishment, maintenance and extensions of vocational programs/activities at the local level in secondary and post-secondary educational institutions for serving and/or preparing personnel to serve special population groups.	3. Same as objective 2	3. Greater availability and familiarity by vocational educators of models, resources and strategies for serving special population groups. Increased numbers of vocational educators will be trained in methods and resources appropriate for improving vocational training for special population groups. Improved preservice and inservice teacher education programs for working with special population groups.
4. To increase cooperation and coordination between vocational education and other state/local agencies serving special population groups.	4. To fund through the RFP process, projects which propose to develop, test and disseminate to vocational educators programs, program models, products or other research and development outputs for the purpose of improving cooperation and collaboration between vocational education and other state/local agencies which services to special population groups.	4. Increased cooperation and collaboration between vocational education and other state/local agencies providing services to special population groups.

Program: Responsiveness to Individuals

Projects in Program	Goals of Projects	Intended Impact of Project
1. Truman Bilingual Vocational Center - Project Mainstream	To provide an intensive system of bilingual support services for vocational education students who have limited English proficiency. To offer programs in high demand vocational education areas for limited English proficiency students. To develop and disseminate bilingual and VESL materials for vocational education programs.	Korean and Hispanic LEP adults in Chicago will acquire marketable skills and improve their ability to communicate in English. The materials developed will aid other vocational instructors in the state to develop suitable vocational materials for LEP populations.
2. Bilingual Vocational Education Project	To provide assistance and resources to vocational programs to improve services to LEP students.	Greater familiarity by educators of models, resources, and strategies for serving LEP persons. BVEP client use of new material, strategy or information in developing or implementing services for LEP persons. Greater availability and accessibility of instructional and resource materials to serve LEP students and assist vocational programs. Increased communication between vocational educators and ESL/bilingual educators, among LEP programs, and among projects and agencies providing support services to LEPs.
3. Development of a Preservice Training Program for Vocational Teachers of the Limited English Speaking.	To develop and disseminate resources to improve preservice and inservice vocational teacher training programs for teachers of limited English proficiency students.	Teaching populations will be trained in methods and resources appropriate for the LES vocational student.

Projects in Program	Goals of Projects	Intended Impact of Project
4. A plan to Develop and Compare Two Vocational Education Programs for Limited English Proficiency Students.	To analyze the advantages and disadvantages of an English core language vocational instructional model in terms of adoptability, teaching effectiveness, language and vocational skill acquisition, and student completion, performance and attitudes. To compare the English core language vocational instructional model with the bilingual vocational instructional model implemented and analyzed in FY 81.	As a result of this project, administrators and instructors on state and local levels will have access to data and instructional materials which will greatly aid them in planning, implementing and/or improving their vocational training programs.
5. Project Access	To provide support services to LEP students. To develop and disseminate materials for use with LEP students enrolled in vocational education. To provide assistance to vocational educators in Illinois high schools to improve vocational education for LEP students.	An increased number of LEP students enrolled in vocational education courses. Improved services to LEP students enrolled in vocational education courses. An increased number of LEP students with marketable job skills which increase their opportunities for entry level jobs after high school. Increased opportunities at the college and professional levels for LEP students.
6. Research, Evaluation and Program Improvement for Limited English Proficiency Students in Vocational Education: A continuation Proposal, 1981-82.	To provide ISBE/DAVTE with the capacity to strengthen vocational education personnel at the secondary, post-secondary and adult levels who serve LEP youth and adults by providing resource materials for administrators, teachers, counselors, and teacher educators.	Increased knowledge and awareness of the varied identification, assessment, and placement procedures that can be utilized for LEP students in vocational education programs at the secondary, post-secondary and adult levels.

continued

Projects in Program	Goals of Projects	Intended Impact of Project
		Improved design of vocational education programs which meet the special needs of limited English speaking persons at the secondary, post secondary and adult levels. Improved support services for vocational LEP students. Increased knowledge and awareness of the varied support services and resources that can be utilized and obtained for LEP students in vocational education programs.
7. Development of multi-cultural competency-based vocational/ technical curricula- Phase III.	To make vocational/technical training effectively available to the under-served Americans whose limited English abilities prevent them from acquiring necessary skills and knowledge related to suitable vocations and careers in the mainstream of national development.	The integration of a VESL training component into the present Career Development Center program and establishment of a cooperative agreement with LESA agencies providing training intakes which will result in an improved capability to provide multi-cultural competency-based vocational training. Availability of resources for further expansion of training opportunities to limited English speaking adults which can be adapted/adopted in local, regional or national settings. Increased bilingual and multi-cultural instructional capabilities of CDC vocational educators.

Projects in Program	Goals of Projects	Intended Impact of Project
8. Surmounting Architectural Barriers to the Handicapped in Vocational Education - Phase III.	To make available to vocational educators resources for making vocational education programs accessible to the physically handicapped.	Greater participation of physically handicapped persons in vocational education programs. Increased modification of vocational education laboratories and equipment at the local level to accommodate physically handicapped students. Increased cooperation between vocational and special education personnel in modifying laboratories and equipment for the vocational education and employment of the disabled. Improved career counseling of disabled students based on better assessment of the capabilities and possibilities for training and employment of the disabled. Inclusion of content that stresses accessibility for the physically handicapped in teacher education programs in vocational and special education.
9. Improving Services to Disadvantaged and Handicapped Students in Vocational Education.	To initiate a system in which disadvantaged, handicapped and limited English proficiency students are provided a comprehensive delivery of vocational services and supportive resources necessary to insure their successful participation in training level programs and/or job placement.	Increased access to vocational education programs for disadvantaged, handicapped, and limited English proficiency students. Increased and improved supportive services for disadvantaged, handicapped and limited English proficiency students. continued

Projects in Program	Goals of Projects	Intended Impact of Project
	To establish a reciprocal network system among public and private agencies to provide for the transition from school to the work world and/or community of disadvantaged, handicapped and limited English proficiency students.	Increased availability of resource materials in vocational program areas for limited English proficiency students. Improved attitudes of limited English proficiency students.
10. Technical Assistance and Dissemination Network: Illinois Special Needs Populations.	To provide technical assistance and consultant services to local education agencies concerning the improvement of vocational education for special populations. To continue Dissemination Center services through materials dissemination, impact evaluation, technical assistance, materials development and newsletter communication at the state, local and university level.	Increased availability of resource materials in vocational education for serving special populations. Increased and improved access and equity for special populations in vocational education. Improved dissemination of ideas, materials, resources and services to vocational educators serving special populations. Increased efficiency and accountability of vocational educators in individualizing vocational education to accommodate special populations.
11. Programmatic Emphasis in Vocational Special Needs Education: Continuation Proposal 1981-82.	To develop and expand preservice and inservice training opportunities for persons involved in vocational education for special needs learners. To facilitate linkages between vocational education, special education, and vocational rehabilitation at the university, state education agency and local levels.	Increased numbers of undergraduate and graduate students (at UIUC) receiving instruction in vocational education for special needs learners. Increased availability of off-campus courses and other forms of inservice training and technical assistance for personnel working with special needs students in vocational education.

continued

Projects in Program	Goals of Projects	Intended Impact of Project
		An expanded knowledge base for planning, implementing, and evaluating inservice/preservice programs in Illinois. Increased opportunities for special needs learners to participate in vocational education programs that are appropriate for and responsive to their educational and employment needs.
12. Institute for Native American Development	To provide assistance and resources to native Americans and to educators serving them, to increase their participation in higher education programs including vocational education. To provide a system of support services for native Americans who enroll in vocational education programs. To develop a model for vocational training and support of native Americans within higher education which is transferrable to other vocational training sites and levels.	Availability of a successful model for vocational training and support of native Americans within an institute of higher education. Availability of a self-development/goal setting curriculum for use with native American and other special populations in vocational programs at the postsecondary level. Increase the numbers of native Americans being served in postsecondary vocational education programs.

SAMPLE PROGRAM SPECIFIC IMPACT SURVEY

_____ code

The purpose of this survey is to gather data for use in assessing the long term impact of the research and development program Responsiveness to Individuals.

This research and development program of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, was composed of twelve research and development projects which are listed on page 2.

You have been identified as a participant, i.e., staff member of a project, workshop participant, benefactor of technical assistance, or user of a project's products or services in one or more of the projects within this program. As a participant in one or more of the projects you are requested to complete and return this Program Specific Impact Survey.

The Survey form is coded; however, all respondents and responses are confidential. The survey does have several respondent groups; therefore you are requested to identify the respondent group to which you belong. Please place the letter which identifies the respondent group to which you belong in the square in the lower right corner of this page.

Respondent Groups

A. Bilinqual/ESL Program Director
B. Bilingual/ESL Teacher
C. Community Agency Staff Member
D. Curriculum Developer
E. Educational Consultant
F. Guidance and Counseling
G. Non-Vocational Teacher
H. Project Director
I. Project Staff Member
J. Post-Secondary Voc. Teacher
K. School Administrator
L. Secondary Voc. Teacher
M. Special Education Teacher
N. Staff Development Supervisor
O. Vocational Director
P. Other, please specify_____

_____

respondent code [ ]

Part I

PROGRAM | RESPONSIVENESS TO INDIVIDUALS

Research and Development Projects Included in this Program

1. Truman Bilingual Vocational Center - Project Mainstream
   Truman College
   Chicago, Illinois
   Project Director: John Gianopulos

2. Bilingual Vocational Education Project
   Northwest Educational Cooperative
   Arlington Heights, Illinois
   Project Director: Jeanne Lopez Valadez

3. Development of a Preservice Training Program for Vocational Teachers of the limited English Speaking
   Illinois State University
   Normal, Illinois
   Project Director: Ms. Margaret Kang

4. A Plan to Develop and Compare Two Vocational Education Programs for Limited English Proficiency Students
   Waubonsee Community College
   Sugar Grove, Illinois
   Project Director: Michael Kelly

5. Project Access
   Benito Juarez High School
   Chicago, Illinois
   Project Director: Jose A. Rodriquez

6. Research Evaluation and Program Improvement for Limited English Proficiency Students in Vocational Education
   University of Illinois
   Champaign, Illinois
   Project Director: Dr. L. Allen Phelps

7. Development of Multi-Cultural Competency-Based Vocational/ Technical Curricula - Phase III
   Southern Illinois University
   Carbondale, Illinois
   Project Director: Larry Hepburn

8. Surmounting Architectural Barriers to the Handicapped in Vocational Education - Phase III
   Northern Illinois University
   Dekalb, Illinois
   Project Director: Dr. Thomas Erekson

9. Improving Services to Disadvantaged and Handicapped Students in Vocational Education
   Board of Education, City of Chicago
   Chicago, Illinois
   Project Director: Marjorie Peco

10. Technical Assistance and Dissemination Network: Illinois Special Needs Populations
    Illinois State University
    Normal Illinois
    Project Director: Catherine Batsche

11. Programmatic Emphasis in Vocational Special Needs Education
    University of Illinois
    Champaign, Illinois
    Project Director: Dr. L. Allen Phelps

12. Institute for Native American Development
    Truman College
    Chicago, Illinois
    Project Director: Ms. Dorene P. Wiese

Identify by circling the project number(s) below, the project(s) in which you have been a participant.

1 2 3 4 5 6 7 8 9 10 11 12

SERVICES OF RESEARCH AND DEVELOPMENT PROJECTS

Research and Development Projects	Conference	Coordination	Course Development	Dissemination of Products	Field Testing	Inservice Training	Materials Development	Pre-Service Training	Supportive Services for native American Students	Supportive Services for Disadvantaged Students	Supportive Services for Handicapped Students	Supportive Services for Limited English Proficiency	Technical Assistance	Workshops
1. Project Mainstream - Truman Bilingual Vocational Center							X					X		
2. Bilingual Vocational Education Project		X		X	X		X						X	
3. Development of a Preservice Training Program for Vocational Teachers of the Limited English Speaking					X	X	X							
4. A Plan to Develop and Compare Two Vocational Education Programs for Limited English Proficiency Students	X					X	X	X				X		
5. Project Access						X	X							
6. Research, Evaluation, and Program Improvement for Limited English Proficiency Students in Vocational Education					X	X	X							
7. Development of Multi-Cultural Competency Based Vocational/Technical Curricula					X		X						X	X
8. Surmounting Architectual Barriers to the Handicapped in Vocational Education						X	X						X	
9. Improving Services to Disadvantaged and Handicapped Students in Vocational Ed.						X	X			X	X			
10. Technical Assistance & Dissemination Network: Ill. Special Needs Populations				X			X						X	X
11. Programmatic Emphasis in Voc. Special Needs Education			X			X	X						X	
12. Institute for Native American Development						X	X		X					

RESEARCH AND DEVELOPMENT PROJECTS PRODUCT USE SHEET

Projects	Products	Product Code	Received Product	Have Used and/or Currently Using	Have Not Used Product	Plan to Use Product	Do Not Plan to Use Product
Project Mainstream Truman College Bilingual Vocational Center	Bilingual Supportive Services Model for Vocational Education	p 1					
	Bilingual Curricula:	p 2					
	- Autobody Repair	p 3					
	- Accounting	p 4					
	- Data Entry	p 5					
	- Key Punch	p 6					
	- Drafting	p 7					
	Bilingual Project Administrators Manual						
Bilingual Voc. Ed. Project	Program Development Module	p 8					
	Staff Training Module	p 9					
	Materials Adaptation Module	p 10					
Preservice Training Program for Voc. Teachers of Limited English Speaking	Videotapes - Language Adaptations	p 11					
	Learning Modules	p 12					
A Plan to Develop and Compare Two Voc. Ed. Programs for LEP Students	English Core Language Instructional Model	p 13					
	Bilingual Instructional Model	p 14					
	Instructional Materials:	p 15					
	- Machine Tool	p 16					
	- Secretarial Science						

Projects	Products	Product Code	Received Product	Have Used and/or Currently Using	Have Not Used Product	Plan to Use Product	Do Not Plan to Use Product
Project Access Benito Juarez High School	Vocational Curriculum Materials for LEP Students	p 17					
	Video-tape: Profile of an LEP	p 18					
	A-V Presentation: Guidance and Counseling of LEP's	p 19					
Research, Evaluation and Program Improvement for LEP Students in Vocational Education	Handbook on Identification, Assessment and Placement of LEP Students	p 20					
	Handbook on Instructional Strategies and Support Services for LEP Students	p 21					
	Inservice Resource Guide	p 22					
Development of Multi-Cultural Competency-Based Vocational Technical Curricula	VESL Guidelines	p 23					
	Thai Version of Lexicons of Technical Terms	p 24					
	Program Introduction and Outlines	p 25					
	Introductory Scripts/Audio Tapes:	p 26					
	- Spanish	p 27					
	- Thai	p 28					
	- Lao						

1. Directions: On this page and the following page, products developed and/or disseminated by Research and Development projects within this program are listed. For each project in which you have been a participant, put an "x" in the appropriate square to indicate usage of products you have received. Complete only for products you received, leave all others blank.

RESEARCH AND DEVELOPMENT PROJECTS PRODUCT USE SHEET

Projects	Products	Product Code	Received Product	Have Used and/or Currently Using	Have Not Used Product	Plan to Use Product	Do Not Plan to Use Product
Surmounting Architectural Barriers to the Handicapped in Vocational Education	16mm film on Accessibility to Vocational Education for the Handicapped	p 29					
	Accessibility Handbook	p 30					
Improving Services to Disadvantaged and Handicapped Students in Vocational Education	Fact Sheet on Disadvantaged and Handicapped Services	p 31					
	Directory of Linkage Agencies	p 32					
	Project Managers Handbook	p 33					
Technical Assistance and Dissemination Network: Illinois Special Needs Populations	Newsletter: The Network News	p 34					
	Resources for Working with Special Needs Populations	p 35					

Projects	Products	Product Code	Received Product	Have Used and/or Currently Using	Have Not Used Product	Plan to Use Product	Do Not Plan to Use Product
Programmatic Emphasis in Vocational Special Needs Education	A Model Vocational Special Needs Teacher Education Program	P 36					
Institute for Native American Development	Self-Development Goal Setting Curriculum	p 37					
	Program Model for Serving Native American Students	p 38					

2. Did you receive a product(s) (i.e., handbook, curriculum guide, resource material, etc.) disseminated by any of the research and development projects in this program?

no . . [skip to question 4a] 1
yes 2

3. Using the Projects Products Use Sheet, for each product you are using, or have used, indicate the extent of use by placing the product code in the blank(s) beside the appropriate statement(s) below.

Product Number(s)	Extent of Use
_____	Total use. I have adopted the product without changes for use in my work.
_____	Partial Use. I have adopted or adapted parts of the product for use in my work.
_____	Major Resource Use. I frequently use the product as a resource material in my work.
_____	Minor Resource Use. I occasionally use the product as a resource material in my work.
_____	The product is seldom used.

4a. Using the Projects Product Use Sheet, review the products listed. Are there products listed which you would have used if received?

no . . [skip to question 11] 1
yes. 2

4b. If yes, identify each product by its product code. _____

_____

4c. For the product(s) identified in question 4b and/or for products received but not used, estimate how many people would be affected if you were to use the product(s).

_____ Number of Teachers

_____ Number of Students

_____ Number of Clients (persons served other than students)

_____ Number of Parents

_____ Number of Administrators

_____ Number of Supervisors

5. If you have received, but are not using a product(s) developed by a research and development project(s) within this program, indicate the reasons for not using the product(s) by placing the product code in the blank(s) to the left of the appropriate statement(s) which best describes why you have not used the product.

Product Number(s)	Reasons for Not Using the Product
_____	The product does not fit my needs.
_____	Information and understanding is not adequate to use the product.
_____	Lack supporting materials to use the product.
_____	Lack equipment necessary to use the product.
_____	Time does not permit use of the product.
_____	Cannot accommodate the product in my existing work structure (e.g. course content, range of services, etc.)
_____	Lack financial resources to make changes needed to use the product.
_____	Lack support needed from others to be able to use the product.
_____	Have been unable to get the training, technical assistance or other help needed to use the product.
_____	Other (please specify) _____
	_____
	_____
	_____

6. For the product(s) you are using what has been the effect of use? For each product you are using, indicate the effect of its use by product code in the blank(s) beside the following Appropriate Use Statement(s).

Product Number(s)	Effects of Product Use
_____	The product has improved my awareness and knowledge of problems of special population groups (e.g., handicapped, disadvantaged, LEP, etc.) in vocational education.

continued

Product Number(s)	Effects of Product Use
_____	The product has improved my abilities to work with special population groups.
_____	The product has made it possible to increase the participation of a special population group(s) in my vocational setting.
_____	The product has helped me to identify persons who can help me address problems related to working with special population groups.
_____	The product has helped me to make physical, programmatic or other modifications in my setting to accommodate special population groups.
_____	The product has helped to improve the delivery of supportive services to a special population group.
_____	The product has provided me with a valuable curriculum resource.
_____	The product has helped me to adapt curriculum and curriculum materials to meet the needs of a special population group.
_____	The product has aided in the development of programs to meet the needs of a special population group.
_____	The product has helped improve the identification, assessment and/or placement procedures for a special population group.
_____	The product has helped to improve staff development activities for serving a special population group.
_____	The product has helped to increase and improve vocational competencies of a special population group.
_____	The product has made it possible to increase the enrollment of a special population group(s) in vocational education programs.

7. For the product(s) you are using, estimate the number of people in each group (following page) who are affected by its use.

Product	Product	Group Affected by Use	Product	Product	Product
_____	_____	Regular Students	_____	_____	_____
_____	_____	Handicapped Students	_____	_____	_____
_____	_____	Limited English Proficiency Students	_____	_____	_____
_____	_____	Disadvantaged Students	_____	_____	_____
_____	_____	Native American Students	_____	_____	_____
_____	_____	Teachers	_____	_____	_____
_____	_____	Teacher Educators	_____	_____	_____
_____	_____	Parents	_____	_____	_____
_____	_____	Guidance Counselors	_____	_____	_____
_____	_____	Administrators	_____	_____	_____
_____	_____	Others (specify)	_____	_____	_____

8. Identify by product code how each product you received was acquired.

Product Code	How Product Was Received
_____	Workshop
_____	Mail (from Project Staff)
_____	Principal
_____	Inservice
_____	Conference or Convention
_____	Dissemination Agency Purchase (e.g., ERIC or Curriculum Publications Clearinghouse)
_____	East Central Curriculum Materials Center
_____	Technical Assistance Request
_____	From a Colleague
_____	DAVTE Consultant
_____	College or University Class
_____	Other, Please specify

_____

9. Were you given instructions on how to use the product(s) you received through attendance at a workshop, inservice, conference, etc.?

no 1
yes 2

10a. Did you ever contact a staff member of a project(s) to help you understand and use the product(s) you received?

no [skip to question 11] 1
yes. 2

10b. If yes, explain briefly the nature of the contact(s) _____

_____

_____

_____

10c. If yes, what was the nature of the project staff's response?

Assistance was provided in person by a project staff member _____

Assistance was provided by phone by a project staff member _____

Assistance was provided in writing by a project staff member _____

Assistance was provided by a person designated by a project staff member _____

Other, please specify _____ _____

_____

No assistance was given _____

11. As a participant in this research and development program, did you contact a project(s) within this program for a service?

no [Skip to and complete Part II] . .1
yes. 2

If yes, what service(s) was requested? (Check those that apply)

_____ Requested help in planning a program.

_____ Requested help in modifying a program.

_____ Requested help in implementing a program.

continued

_____ Requested help in identifying and obtaining resources.

_____ Requested help in developing materials.

_____ Requested help in modifying materials.

_____ Requested help in evaluating materials.

_____ Requested help with staff inservice.

_____ Requested help in evaluating a program.

_____ Other, please specify _____

_____

_____

12. Did the project staff(s) respond to your request for services(s)?

no [Skip to Part II and complete the Survey] . . 1
yes. 2

If yes, what was the nature of the project staff's response?

_____ Assistance was provided in person by a project staff member.

_____ Assistance was provided by phone by a project staff member.

_____ Assistance was provided in writing by a project staff member.

_____ Assistance was provided by a person designated by a project staff member.

_____ Project staff were unable to provide assistance but referred the request to an appropriate resource.

_____ No assistance was given.

_____ Other, please specify _____

_____

_____

Part II

As a participant in this research and development program, or as one having knowledge of the program, what overall effects do you believe it has had on vocational education in Illinois?

Circle all response codes you feel are appropriate

The program has helped vocational and other educators become more sensitive to the needs of special population groups..... 1

The program has helped vocational and other educators to become more aware of the range of abilities of special population groups.... 2

The program has helped vocational educators design better programs to serve special population groups..... 3

As a result of the program, more instructional programs specifically designed to serve special population groups have been implemented..... 4

The program has made accessible to vocational educators needed resources for serving special population groups..... 5

The program has increased communication among the many individuals, agencies and groups serving special populations..... 6

The program reduced the attrition rate of special population group members in vocational education..... 7

The program has increased the employment rate of members of special population groups completing vocational programs..... 8

The program has increased access and equity which has resulted in increased participation of special population groups in vocational education programs..... 9

The program has motivated vocational educators to make academic and physical modifications in vocational programs to accommodate special population groups..... 10

The program has improved supportive services for special population groups participating in vocational education programs..... 11

The program has increased knowledge and awareness by vocational educators, of the varied assessment and placement procedures that can be utilized with special population groups in vocational education programs at the secondary, post-secondary and adult levels..... 12

The program has increased the numbers of vocational educators trained in methods and resources appropriate for working with special population groups..... 13

The program has improved preservice and inservice teacher education programs for teachers of special population groups..... 14

The program has increased cooperation and collaboration between vocational education and other state/local agencies providing services to special population groups..... 15

The materials developed by this program have aided vocational educators to develop suitable materials for serving special population groups which meet their local level needs..... 16

My responses to Part II are based on participant involvement ☐

My responses to part II are based on knowledge of the program ☐

Thank you for completing this survey form. Please re-insert the Product Usage Sheet and Return the survey in the envelope provided.